



**The 2007-2008
Indiana Principal Leadership Academy
Annual Report contains information
pertaining to IPLA programs, goals, and budget.**



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

2007-2008 Annual Report

Table of Contents

IPLA Vision, Mission Statement & Core Values.....	P. 3
IPLA Initiatives & The IPLA Way.....	P. 4
Summary of Academy Activities and Data.....	P. 5-7
Curriculum Standards & Analysis.....	P. 8-9
Program and Budget Proposal.....	P. 10-11
Appendix A - IPLA Academy Curriculum.....	P. 12
Appendix B - Winter Conference Breakout Sessions..	P. 13
Appendix C - Conceptual Framework for Measuring Outcomes.....	P. 14
Appendix D - Taiwan Principal Leadership Training Project & Indiana Department of Education's Policy Statement	P. 15





Indiana Principal Leadership Academy

"A growing body of evidence has highlighted this basic fact: Behind excellent teaching and excellent schools is excellent leadership - the kind that ensures that effective teaching practices don't remain isolated and unshared in single classrooms, and ineffective ones don't go unnoticed and unremedied. Indeed, with our national commitment to make every single child a successful learner, the importance of having such a high-quality leader in every school is greater than ever." The Wallace Foundation "Leadership for Learning: Making the Connections Among State, District and School Policies and Practices"

Vision

The Indiana Principal Leadership Academy is a national model for the continuous improvement of principals as leaders of instructors. Through Academy experiences and educational challenges, these leaders are empowered with effective behaviors, processes and proficiencies. Graduates of IPLA are recognized as exemplary educational leaders in Indiana and throughout the country.

Mission Statement

The Indiana Principal Leadership Academy is committed to strengthening the leadership of principals. Focusing on people, the Academy provides high quality professional development for educational leaders to improve student learning.

Core Values

We believe that:

Individuals model a personal and professional code of ethics.

Learning is a life long endeavor and essential to individual and organizational success.

Professional development is most effective when it is applicable and relevant to each individual's experiences.

Professional development is most effective when it is researched based and organized around a clearly defined curriculum.

Individuals learn best when they are actively engaged in their own learning.

Individuals learn from each other.

IPLA Initiatives

Academy Sessions

Participants are placed in cohort groups comprised of one hundred administrators from throughout the state who will join the Academy's 1800 graduates, active participants, facilitators and presenters. The Academy has four curricular areas: Leadership, Teaching & Learning, Communication, and Culture. Graduates of this Academy are eligible for 90 Continuing Renewal Units (CRUs). Cohorts begin every June and applications are available on the IPLA web site at www.doe.in.gov/ipla.

IPLA Today

Technology is utilized through streaming video that delivers professional development programs via the Internet. This innovative on-line program provides free and convenient access to current educational topics.

Winter Conference

This annual two-day conference, supported by the IPLA Alumni Association, features current and relevant information pertaining to educational leadership.

IPLA +

These programs offer educational leaders opportunities for continuous learning to positively impact school communities. Programs include: Coaching for Principals and Educators in Indiana. CRUs are available for each component.

IPLA Special Edition Newsletter

This quarterly newsletter is sent to all Indiana principals and associates of IPLA. Articles this year included:

Trust: How School Leaders Build It

International Education: Fostering global citizenship and respect

Classroom Walkthroughs: Towards a common understanding of the term

Turning Around Low-Performing Schools

Digital Leadership

Leadership & Student Achievement

Conversations

The IPLA Way

(Based on the Hedgehog Concept in Good to Great by Jim Collins)

IPLA is deeply passionate about and committed to strengthening the leadership skills of Indiana principals to improve student learning.

IPLA is the best at creating a life-long collaborative community of learners by providing exceptional professional development. The Academy is exclusively and consistently devoted to expanding the leadership capacity of principals to model, expect and achieve excellence as measured by world-class student learning.

IPLA is driven by a collegial community motivated to serve others. Individuals' gifts are shared and received in a culture that honors, supports, informs, inspires and empowers personal and professional transformation.

Summary of IPLA Activities & Data

The following is a list of the various IPLA sponsored activities during the 2007-2008 school year:

Regular Academy Sessions:

- Over 200 principal and assistant principal participants and 18 facilitators attended each professional development Academy session. For the 2007-2008 year, quarterly academy sessions were held in June, October, February, and April.
- During these sessions, the four curricular areas of the Academy were covered: Leadership, Teaching and Learning, Communication, and Culture.
- Group 43, led by the Bourkelider Facilitation Team, completed its second year of the Academy.
- Group 44, led by the Wright-Browner Facilitation Team, completed its first year of the Academy.
- Enrollment for Group 45 was completed with a total of 69 participants.
- The Barnes Facilitation Team underwent curriculum planning to begin facilitating Group 45 in June of 2008.
- Group 46, led by the Fredericks Facilitation Team, is currently being enrolled to begin in June of 2009.

Appendix “A” highlights the speakers and curriculum presented during the 2007-2008 Academy sessions.



Wright-Browner Facilitation Team

Shawn Wright-Browner, Irene Eskridge,
Norma Faust, Pam Hallock, Kevin Hunter, Kevin
Kempton, Susan Ottinger, Kathy Placke,
Annette Zupin



Barnes Facilitation Team

Vince Barnes, Barb Bergdoll, Doug DeLaughter,
Louisa LaGrotto, Nicole Law,
Mike Pinto, Marsha Reynolds, Mark Tobolski,
Denis Ward

Winter Conference 2008



“Leading with the Stars: Real Strategies That Work”

- Open to all Indiana educators, this January 28-29, 2008 conference offered professional development and resources related to school improvement and student achievement.
- The reported attendance for the 2008 Winter Conference was 405 participants.
- Keynote speaker Robert Marzano focused on research-based strategies that work in the classroom.
- The second day of the conference featured Clifton Taulbert’s presentation on Eight Habits of the Heart for Educators.

Appendix “B” highlights the speakers and curriculum presented during the 2008 Winter Conference.

IPLA Today

After over a year long hiatus, *IPLA Today*, IPLA’s web-based video delivery system of professional development for Indiana’s school leaders, was back in 2007. *IPLA Today* is easily accessible by anyone from IPLA’s website. *IPLA Today* is a cutting-edge source of information intended to help facilitate the school improvement process in order to foster student success.



2008 <i>IPLA Today</i> Episodes		
Title	Guest	Release Date
<i>What Principals Need to Know about English Language Learners</i>	Lauren Harvey, Assistant Director of English Language Learning and Migrant Education, Indiana Department of Education	March 2008
<i>Indiana’s Plan for Implementation of Response to Intervention</i>	Tara Rinehart, Exceptional Learners Specialist Office of Special Education, Indiana Department of Education	April 2008
<i>Analyzing Data</i>	Gary Wallyn, Director of Accreditation, Assistance, and Awards, Indiana Department of Education	May 2008
<i>Algebra Readiness</i>	Dan Kuznik, 2008 Indiana Teacher of the Year and Assistant Principal at Guion Creek Middle School in the M.S.D. of Pike Township, Indianapolis.	August 2008
<i>The State of Indiana Assessment Program</i>	Michele Walker, Director of Student Assessment, Indiana Department of Education	September 2008
<i>International Education: A Passport to the World for Indiana Students</i>	Caterina Gregor Blitzer, Director of International Education, Indiana Department of Education	October 2008
<i>Transitioning Freshman to High School</i>	Dan Kuznik, 2008 Indiana Teacher of the Year and Assistant Principal at Guion Creek Middle School in the M.S.D. of Pike Township, Indianapolis.	November 2008

Communication

- The *IPLA Special Edition* was published in September, November, February, and May of 2007-2008. This publication is sent to Indiana educators via IPLA's newsletter listserv and the Indiana Department of Education's *Superintendent's Mail*. It is also posted for viewing and downloading on IPLA's website. This year's publication focused on leadership for Indiana principals. Articles included: *Digital Leadership*, *Turning Around Low Performing Schools*, *Classroom Walkthroughs*, *Challenge Education*, *International Education*, and *Trust: How School Leaders Build It*.
- The IPLA web site (www.doe.in.gov/ipla) continues to be an excellent resource tool for Indiana principals. Agendas and assignments are found on this site along with information from Academy sessions.
- The IPLA Listserv offers principals a networking tool to share and solicit information using e-mail.



Alumni Association

- The Alumni Association's four committees focused on the Winter Conference, Service Projects, Scholarship, and IPLA+.
- The Association sponsors the Aspiring Principal Scholarship Program, which awarded three scholarships in 2007 to the following aspiring principals:

Scott Braun - Pendleton Heights Middle, Pendleton, IN
 Aaron Roberson - Oak Trace Elementary, Westfield, IN
 Susan Strube - West Newton Elementary, West Newton, IN
- The Alumni Board is comprised of graduates from the IPLA Academy.
- Board meetings are attended by a representative from each graduate group.

IPLA+

IPLA + provided educational leaders opportunities for continuous learning to positively impact school communities. Registration was open to all educators including teachers, aspiring principals, assistant principals, principals, directors, and superintendents.

Name of Event	Dates	Number of Participants
Coaching Review with Larry Huggins	July 25, 2007	26
IPLA Action Planning Team with Larry Huggins	July 26, 2007	15
Taiwan Principal Leadership Training Project	October 15-20, 2007	See Appendix D.

IPLA Curriculum Standards

The IPLA Curriculum Standards serve as the basis for curriculum planning.

LEADERSHIP

The school leader:

- Develops, articulates, and works toward a vision for learning that is shared and supported by the school and community.
- Leads the development and implementation of the school's strategic and continuous improvement and achievement plan.
- Forms and sustains effective leadership teams and professional learning communities within the school that focus on teaching and learning.

TEACHING AND LEARNING

The school leader:

- Instigates and ensures best practice related to research-based instruction, curriculum alignment and assessments.
- Initiates and sustains professional development for staff that includes effective, research-based strategies and measurement activities to ensure the transfer of new knowledge and skills to classroom instruction to improve student learning.
- Collects and analyzes data, to make data informed decisions that improves student learning.
- Hires, coaches, supervises, and evaluates teachers and staff that improves instruction and student learning.

CULTURE

The school leader:

- Initiates research-based strategies that affect culture such as: inquiry, reflection, action research, networking, study groups, coaching and evaluation.
- Assesses and improves the existing culture, manner of speaking and mood in order to generate an environment of constant learning and inventing.
- Promotes a culture that honors and values diversity and supports the learning of all students.

COMMUNICATION

The school leader:

- Generates conversations that effectively coordinate action and produce constructive relationships with a wide range of people, including the appropriate use of the following linguistic acts: Requests, offers, promises, assertions, declarations and assessments.
- Utilizes the diversity of the school community at large and its resources to meet the needs of all learners.
- Designs, convenes, and facilitates effective meetings.

The Chart below expresses the standards and purposes of the Academy, as defined by IC 20-1-1.6, in relationship to the past curriculum.

Date	Event	Presenter(s)	Topic	Using Former Standards	Development of Leadership Skills And Management Technique	Improve Student and Teacher Performance	Strengthen Communication and leadership skills	Management skills for use in improving curriculum and instruction:	Improve School Environment
06/12/07	Academy		Orientation						
06/12/07	Academy	Bob Ash	Earning the Right to Lead	L1	X		X		X
06/12/07	Academy	Pam Hallock / Kathy Placke	The End in Mind	L1, L2	X		X		X
06/13/07	Academy	Anne Conzemius	SMART Goals	TL3		X		X	
06/13/07	Academy	Janie Whaley	Brain Centered Leadership	TL1, TL2		X		X	
06/13/07	Academy	Bob McDaniel / Jeanne Fredericks	Apollo 13	L1, L3	X		X		
10/01/07	Academy	Leona Jameson	Closing the Achievement Gap	TL1, C1, C3, CM2		X	X	X	X
10/01/07	Academy	Steve Barone	Leadership Transformation	L1, L2	X		X		
10/02/07	Academy	Steve Barone	Theory of Change	L1, L2	X	X	X		X
10/02/07	Academy	Venetia Faulkenberg	5 Components of Reading	TL1, C1		X	X	X	
02/18/08	Academy	Todd Whitaker	Dealing with Difficult Teachers	C2, TL4	X	X			X
02/18/08	Academy	Todd Whitaker	Dealing with Difficult Teachers	C2, TL4	X	X			X
02/19/08	Academy	Steve Barone	Leading Effective Meetings	CM3	X		X		X
02/19/08	Academy	Jim Halik	Climate Audits	C1, C2	X		X		X
04/15/08	Academy	Annette Breaux	Teacher Induction Programs	TL1, TL4	X	X	X	X	X
04/15/08	Academy	Judi Hendrix	Quality Teacher Selection	TL1, TL4		X	X		X
04/15/08	Academy	Jody Britten	Technology & Leadership	TL1, C1	X		X		
04/16/08	Academy	Tim Lautzenheiser	One Person Can Make a Difference	L1, C1	X	X	X		X
04/16/08	Academy	Jim Ellsberry	Climate Audit Reports	C1, C2	X		X		X
04/16/08	Academy	Alicia Barnett	Study Circles	C1, CM2	X		X		X

Program and Budget Proposal

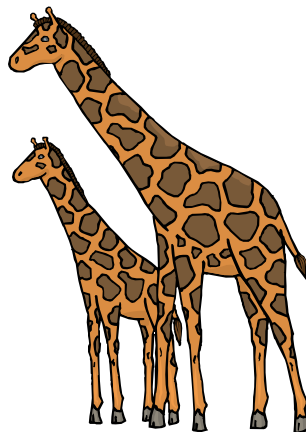
In 2006-2007, the Indiana Principal Leadership Academy created rubrics for each of its 13 curriculum standards. *The Conceptual Framework for Measuring Outcomes*, developed by IPLA's measurement team and subsequently used to create the rubrics, can be found in Appendix C of this report.

The rubrics were piloted from October 2007 until April 2008 by 25 principals and assistant principals in Academy Group 44. A draft of the rubrics was shared with superintendents in meetings around the state. The measurement team met in April 2008 to make final changes to the rubrics based on the feedback from the superintendents and the pilot group. Dr. Suellen Reed gave final approval of the rubrics for use in the Academy beginning in June 2008.

A new 16 member Action Planning Team, consisting of superintendents, principals, consultants and teachers, was organized in July 2007. The Action Planning Team will advise and assist the IPLA staff with the implementation of IPLA's strategic plan.

Goals

- Provide principals with optimal learning experiences that significantly impact student learning.
- Implement curriculum standard rubrics beginning with group 45 in June 2008.
- Continue the implementation of the 2006-07 Indiana Principal Leadership Academy three year strategic plan.
- Expand services to IPLA graduates and other educational leaders by offering IPLA+ workshops that provide opportunities for continuous learning to positively impact school communities.
- Continue to support the implementation of the Indiana Department of Education's Strategic Plan.



2007-2008 Current Budget

For the period of July 1, 2007 to June 30, 2008, IPLA's state funded operating budget was \$462,836.00.

Below is line item expenditure report.



Item Number	Line Item	Expenditures
.1	Salaries/Fringe Personal Services	\$320, 632.00
.2	Postage, Phones	\$12,201.00
.3	Printing, Contracts, Workshops	\$86,887.00
.4	Supplies	\$11,999.00
.5	Equipment	\$3,840.00
.7	Grants	\$17,677.00
.8	In-state Travel	\$6,600.00
.9	Out-of-state Travel	\$3,000.00
TOTAL		\$462,836.00

Advisory Board

Indiana Code 20-1-1.7-7 calls for the establishment of an Advisory Board for the Academy to advise and assist the director. Below is a listing of the current Advisory Board. The annual Advisory Board meeting took place on January 28, 2008.

Ms. Jane Bartley

Principal
Scott Elementary School
14940 Old State Road
Evansville, IN 47711

Mr. Rick Crosslin

Teacher-in-Residence
The Children's Museum of Indianapolis
PO Box 3000
Indianapolis, IN 46206

Mr. Raul Flamenco

President
Flamenco Nets
787 Grace Drive
Carmel, IN 46032

Dr. Larry Gambiani

Communications Director
Educational Service Centers
402 Rockville Rd.
Rockville, IN 47872

Dr. Jim Halik

Superintendent
Southern Hancock County Community Schools
4711 S 500 W
New Palestine, IN 46163

Ms. Dee Jones

Indiana PTA
4842 Hickory
Hammond, IN 46327

Senator Connie Sipes

Indiana General Assembly
200 W. Washington St.
Indianapolis, IN 46204-2785

Mr. Tom Zobel

Principal
Shelbyville Senior High School
2003 South Miller St.
Shelbyville, IN 46176

Appendix A
2007-2008
IPLA Academy Curriculum
 (Curriculum and Presenters)

Bourke Team			Wright-Browner Team			
			June 11, 2007 Orientation	Orientation / Symbolism- Mission & Vision / Quilt Challenge Ed.	Overview of IPLA	
June 12, 2007 Leadership 3	Bob Ash	Earning the Right to Lead	June 12, 2007 Leadership 1	Pam Hallock & Kathy Placke	"The End In Mind"	
	Afternoon Activities			Afternoon Activities	Golf, Winery, Shopping	
	Al Logsdon			Al Logsdon		
June 13, 2007 Leadership 4	Anne Conzemius	SMART Goals / IPLA Standards Based	June 13, 2007 Leadership 2	A.M. Janie Whaley P.M. Bob McDaniel & Jeanne Fredericks	A.M. Brain Centered Leadership P.M. Apollo 13	
October 1, 2007 T/L Day 3	Leona Jameson & Team	Closing Achievement Gap A.M. / Inquiry P.M.	October 1, 2007 T/L Day 1	Steve Barone	Leadership Transformation	
October 2, 2007 T/L Day 4	Steve Barone	A Theory of Change	October 2, 2007 T/L Day 2	Venetia Faulkenberg A.M. / Kevin Hunter & Kevin Kempton P.M.	5 Components of Reading / El Ed. Sec. Ed. Reading	
February 12, 2008 Communication 3	Todd Whitaker	Dealing with Difficult People and Teachers	February 12, 2008 Communication 1	Todd Whitaker	Dealing with Difficult People and Teachers	
February 13, 2008 Communication 4	Steve Barone	Leading Effective Meetings	February 13, 2008 Communication 2	Jim Halik	Climate Audit	
April 15, 2008 Culture Day 3	Jody Britten	Technology & Leadership	April 15, 2008 T&L 4	Judy Hendrix Annette Breaux	Quality Teacher Selection Teacher Induction Programs	
April 16, 2008 Culture Day 4	Dr. Tim Lautzenheiser	One Person Can Make a Difference	April 16, 2008	Jim Ellsberry – a.m. Alicia Barnett –p.m.	Climate Audit Reports Study Circles	
April 17, 2008 Graduation	Paul Tunnell	Graduation	April 17, 2008			



Appendix B

Below is information pertaining the
2008 Winter Conference breakout sessions.



Presenter Names	Presentation Title	Organization	Attendees
Mitch Kajzer	MySpace.com and Other Blogs	High Tech Crimes, St. Joseph County Prosecutor's Office	28
Benji Betts, Heather McDonald, and Rich Arkanoff	Using the 40 Developmental Assets to Positively Affect Your School Community	Edinburgh Community School Corporation	11
Mary Ann Chapko and Marian Buchko	Principalship 101	Crown Point Community School Corporation	27
Kimberly Tyson	Literacy Environment Matters: A Plan for Impacting Literacy Growth	Learning Unlimited, LLC	34
Larry Rausch and Barbi Balensiefer	Individualizing Professional Development to Maximize School Performance	Wabash Valley Education Center	29
Tara Rinehart	Response-to-Intervention: Supporting Students through Integrated Systems of Prevention, Intervention, Assessment and Problem Solving	Indiana Department of Education	70
Troy Fears, Mick Newport, C. Mytron Lisby, Karen Goeller, and Brad Balch	Linking Students from Middle School to High School: Effective Transition Strategies for Linking Students with Success	Vigo County School Corporation	20
Derek Shelton	Reaching the Unmotivated Student to Help Improve AYP	Mt. Vernon High School	28
Michael Schaffer	Effective Collaboration: Working Together to Bring Out the Best	Elwood Community School Corporation	29
Jeremy Baugh and Jill Jay	"Herding Jell-O" - The Practitioner's Guide to Full-Day Kindergarten	Mill Creek Community School Corporation	17
Kristina Smekens	Building Common Writing Expectations with the 6-Traits Assessment Model	Smekens Education Solutions	34
Mary Yoder Holsopple	Real Strategies that Work in Bullying Prevention	Elkhart Community Schools	28
Tom Good and Jeanna Salyer	ESL for Three to Three-Thousand	Goshen Community Schools	14
Kimberly Tyson	Growing Fluent Readers: Strategies that Work with Real Kids in Real Classrooms	Leaning Unlimited, LLC	28
James Howard	Rubric Assessment in the Middle School Classroom	Discover Middle School	10
Jeanne Fredericks, Bob Trammel, Carole Hurst, Maribeth Sellers and Molly Broviak	Evolution of an Elementary Math Curriculum	Noblesville Schools	21
Thomas Kline	Improving Mathematics Scores	Lakeview Middle School	12
Jackie Garvey and Linda Wallace	Parents & Principals Using Data to Increase Parent Engagement	Indiana Partnerships Center	27
Curt Crago, Jill Spenner, Cari Whicker, and Rochelle Kennedy	Gender as a Piece of the Puzzle	Riverview Middle School	13
Carl Harvey and Vince Barnes	A 21st Century Skills Odyssey	North Elementary School	8
Jane Swiss and Susan Jacobs	IDEAL Partnership Professional Development Opportunities	IDEAL Partnership	4
Jeremy Baugh and Jill Jay	RTI: A Practitioner's Approach	Mill Creek School Corporation	42
Dave Stashevsky	Data-Driven Instruction: How One School Went From Near Probation to 4-Star Status in Three Years	Daleville Elementary School	46



Appendix C

Indiana Principal Leadership Academy Conceptual Framework for Measuring Outcomes

April 20, 2007

The declared indicator of IPLA's progress toward its mission is:

Participants will demonstrate the competence to apply IPLA curriculum standard skills in the areas of: Leadership; Teaching and Learning; Culture; and Communication.

In the spirit of IPLA's core values, the approach to measuring the acquisition of skills related to the IPLA curricular standards will be grounded in performance assessment and incorporate individual reflection, professional learning communities and gathering feedback from various stakeholders. The measure of attainment in these broad leadership areas will require a more discreet description of the specific skills and competencies implicit in the curricular standards.

The IPLA core values include the belief that *"Individuals learn best when they are actively engaged in their own learning,"* and *"Individuals learn from each other."* Performance assessment typically establishes clear criteria for excellence and those criteria are known by and shared with the performer. More detailed descriptive criteria will need to be developed for each major area of competence in the IPLA curriculum. These may be articulated in the format of a rubric, but are designed to provide a clear operational definition of the target skills. These "criteria" would be made available to participants in order to develop a richer understanding of the target skills. This will allow them to make connections between activities/events and their purpose. It will also allow participants to begin to self-assess and guide their own learning.

Assessment for the purpose of learning, relative to the IPLA criteria, would be an ongoing process. Individual and network activities could incorporate opportunities for individual and collaborative reflection, along with plans to increase an individual's skills. Participants would be asked to maintain a portfolio of evidence relative to their skill acquisition. 360 degree feedback tools would also be developed for use by participants. These data could inform individual and collaborative reflection.

Assessment of participant learning, which is more summative in nature and is increasingly required by funders, would serve two purposes. First, it would provide feedback about the degree to which the IPLA strategies are moving the organization closer to its mission/vision. Second, it would provide more formal data for program evaluation purposes. The assessment of learning would continue to use the defined criteria and would continue to make use of individual reflection and feedback from colleagues and other stakeholders. These data would be managed to allow for aggregate assessment of individual growth and program effectiveness. Ideally, this kind of activity would occur annually.

Appendix D

The Taiwan Principal Leadership Training Project

During the week of October 15-20, 2007, a delegation of 22 principals and 3 university faculty from Taiwan visited Indiana for professional development, leadership training and international exchange through the Taiwan Principal Leadership Training Project. The project resulted from a 2005 Memorandum of Understanding that the Indiana Department of Education and the Taiwan Ministry of Education signed to facilitate educational exchanges for principals, teachers and students between Indiana and Taiwan. The Indiana Department of Education's Office of International Education and IPLA facilitated the project in collaboration with the Ministry of Education and Cultural Division, Taipei Economic and Cultural Office in Chicago.

The Taiwanese delegation learned about education in Indiana through various workshops and schools visits. They visited the Center for Inquiry and the Crispus Attucks Medical Magnet School in Indianapolis Public Schools; New Britton Elementary and Fishers High School in Hamilton Southeastern Schools; Southside Elementary and Central Middle School in Columbus; and Franklin Community High School in Franklin Community School Corporation. The delegation was also able to visit various Indiana businesses, organizations and attractions. One of the visit highlights was the evening spent at home with an Indiana host.



Indiana Department of Education Policy Notification Statement *UPDATED 11/18/2003*

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability, in its programs, activities, or employment policies as required by the Indiana Civil Rights Law (I.C. 22-9-1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), Section 504 (Rehabilitation Act of 1973), and the Americans with Disabilities Act (42 USCS §12101, et. seq.).

Inquiries regarding compliance by the Indiana Department of Education with Title IX and other civil rights laws may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or by telephone to 317-232-6610, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 North Canal Street, Suite 1053, Chicago, IL 60606-7204 — Dr. Suellen Reed, State Superintendent of Public Instruction.



Indiana Principal Leadership Academy

Bill Gavaghan, Executive Director
Susan Kertes, Associate Director
Cindy George, Program Coordinator
Maggie McGrann, Financial Officer



Indiana Principal Leadership Academy
Indiana Department of Education
Room 229, State House
Indianapolis, Indiana 46204-2798
Phone: 317-232-9004
Fax: 317-232-9005
Web site: www.doe.in.gov/ipla